Volume 135, Number 36

Thursday, January 14, 2015

DSL's Humphreys to resign on Jan. 29

Residential life dean wanted to see through New House's repairs

By Katherine Nazemi NEWS EDITOR

Henry J. Humphreys is resigning from his position as Senior Associate Dean for Residential Life and

Dining, effective Jan. 29.

"I felt like I've done everything I came here to do at the Institute, and it's my time to step to the side," Humphreys said in an interview with The Tech.

Moving forward, he wants to find a position that "better aligns with his expertise and interests in student life," Chris Colombo wrote in an email to the Division of Student Life on Jan. 7.

"I am grateful to Henry for his years of service to MIT. From his work on implementing the area director and dorm security programs to working with our Boston-based FSILGs on assembly protocols, he has been a dedicated DSL team member and supporter of MIT students," Colombo said.

Dean for Student Life Chris Colombo announced his own retirement over the summer, and with the new Vice President for Student

Life replacing Dean Colombo in the coming year, Humphreys said he wanted to "let there be ... that full changeover of staff." The search committee for the new Vice President for Student Life is planning to present a short list of recommendations to the Chancellor near the start of the spring semester. The search for Humphreys' successor has not yet begun.

The resignation "allows me to focus on searching for what it is I want to do next in education," Humphreys said.

Humphreys joined the DSL in 2010; Colombo in 2008. Though both administrators are stepping down in succession, Colombo said that the resignations "had nothing to do with each other."

Upgrades to dorm security, an expanded campus dining system, and the installment of RLADs in dorms are among the projects Humphreys has overseen during his time in the DSL. He also helped Bostonbased FSILGs deal with assembly restrictions imposed by Boston over

Humphreys, Page 3



Hackers hung a banner outside Lobby 7 to commemorate the death of David Bowie.

MIT Building 2 reopens after renovations



TRISTAN HONSCHEID—THE TECH

The Department of Mathematics is in the process of returning to Building 2 following two and a half years of renovations. The Main Group turns 100 this year.

The math department has begun to return to a newly renovated Building 2.

The building closed for renovations in 2013, and the math department has spent the interim in Buildings E17 and E18.

The full-building project is the first the building experienced since it was built in 1916, and may serve as a model for further renovation in the aging main group, according to the MIT Capital Projects website.

Michael Sipser, who was head of the math department at the time but is now dean of science, said before the renovations began that they "will create spaces that encourage people to leave their offices, talk to one another, and work together, with blackboards

and coffee strategically placed to stimulate conversation."

This project was the first to begin under the MIT 2030 plan and overhauled much of the building's infrastructure. The façade of the building was restored, and new replica windows replaced the aging ones. Aging mechanical systems were also replaced.

—William Navarre

IN SHORT

No classes Jan. 18 for Martin Luther King Day. Enjoy your long weekend!

Jan. 15 is the final deadline to pre-register online for spring classes. Register by 5 p.m. to avoid the \$85 late fee.

Online registration for spring classes opens Jan. 25.

Send news information and tips to news@tech.mit.edu.

Forum may host **AMAs for** admins

Group hopes for talk of mental health, campus life on new site

> By Emma Bingham STAFF REPORTER

A group of students are launching a new Reddit-style discussion website next week with the hope of giving the MIT community a platform to discuss important issues on

The website, discussion.mit.edu, uses Reddit's source code, but will require users to log in with Touchstone, so people without MIT credentials will not be able to access it.

The site's moderators hope to be able to direct administrators to popular discussion threads and convince them not only to read the links but to interact directly with the site.

The site was created by Allan E. Sadun '17, Caroline H. Mak '18, Renee H. Bell G, Leo R. de Castro '18, and Connor V. Duffy '17, with Mitchell Gu '18 taking lead on the technical work. They also worked with Sean P. Preston at MIT IS&T and Ingrid Vargas in the chancellor's office.

One of the main purposes of the site is to "effect change," Bell said.

The site functions almost exactly as Reddit does. So far, it consists of four subreddits: general, mental health, academics, and campus life. Users will be able to create new subreddits; however, these subreddits will not be included on the main navigation bar or in the email digests.

Discussion, Page 4

Former head of arch. department dies at 81

Career of Prof. Stanford Anderson, scholar of architectural history, spanned 5 decades

By MIT News Office

Stanford Anderson, professor of history and architecture and a former head of the Department of Architecture died on Jan. 5. He was 81.

One of the country's leading architectural historians, Anderson joined the faculty in 1963 for an extraordinary career at MIT that spanned more than 50 years. His research and writing concerned architectural theory, early modern architecture in northern Europe, American architecture and urbanism, and epistemology and historiography. But Anderson's profound contributions as an author and intellectual, his colleagues say, are matched by his influence on MIT and how he formed the department's shape and stature today.

"Stanford's contributions over the past 50 years were enormous. He was a distinguished professor, significant scholar, generous mentor, and the long-term intellectual consciousness of the department,"

Anderson, Page 10

I WAS FORCED ON **VOLUNTARY LEAVE**

One woman's story. OPINION, p. 5

FROSH TRIO BOOSTS TEAM TALLY

Women's swim and dive wins a meet. SPORTS, p. 12

TEAMS BEST COAST GUARD

Men open and close on top. SPORTS, p. 12



PORTRAITS OF RESILIENCE

The first installment of a series on overcoming depression. CAMPUS LIFE,

CRICKET TEAM IS WICKET GOOD

40 students attended cricket boot camp. SPORTS, p. 12

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2 THE TECH
THURSDAY, JANUARY 14, 2015

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For more information, visit enrollmenttools.mit.edu

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Email your pieces to cl@the-tech.mit.edu!

Thursday, January 14, 2015

Dept. re-organized to accommodate resignation

Humphreys oversaw expansion of campus dining and security improvements to dorms

Humphreys, from Page 1

the past several years.

Recently, Humphreys has dealt with student life crises. New House has been under repair since August, when a pipe burst caused major flooding and dislocated over 100 students. Humphreys points to New House as an example of a bad situation which was managed through good communication with students.

"New House is probably the best example of how if you're working with a community, that even through a bad situation, it's okay," Humphreys said.

The students displaced from New House were given the option of moving into the nearby Hyatt Regency hotel, and will be moving back to the renovated dorm on Jan. 23.

"When I was thinking about stepping away, there were certain things I wanted to make sure were complete, and one of them was the New House students being able to get to move back to their community," Humphreys said. "I've been to New House— it looks beautiful, they're starting to do the final cleaning, they're bringing all the furniture that's been cleaned and repaired. We're bringing the students back into a nice situation."

He said that, in this case, keeping students informed ahead of time about DSL's plans made the situation more manageable. Colombo also noted the handling of the New

House flood as one of Humphreys's accomplishments.

Humphreys cited a "muchimproved relationship" and "open communication" between administrators and student leaders as one of the major developments during his time with the DSL.

"MIT students have taught me how to prepare better to have discussions with students, how to be more respectful in conversation," Humphreys said. "It's been a really good professional experience for me to be here. I've really enjoyed it."

"Plus I've seen crazy things here I would probably never see at any other school," he added. Like "EC baking thousands of cookies and eating them all in one sitting...or a

roller coaster that's probably better than anything I'm going to see at an amusement park."

The DSL has made organizational changes to accommodate Humphreys's resignation.

"Dennis Collins, director of residential life for capital renewal, and Naomi Carton, associate dean for Residential Life and Dining, will report to Peter Cummings, executive director for administration. Constance Hemenway, manager for RLD communications and special projects, will report to Matthew Bauer, DSL communications director. Brad Badgley, associate dean and director of the FSILG Office will report to me," Colombo said in the email to DSL.

Humphreys does not yet know

what he will do after MIT - only that it will still be in education, which has always been his interest.

"I'm one of the rare people who went to college knowing what I wanted to do," he said. "I wanted to be a teacher"

"I'm definitely staying in education. Probably higher education. I love working with students, so I can't see myself doing anything else. Some people have talked about, you know, should I look at secondary education, being a headmaster," Humphreys said.

"The best part of my job is working with students so I'm not going to give that up yet. Even if I win the Powerball tomorrow I'm not going to give that up."



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Students to moderate Reddit-style site

Anonymous posting won't be allowed, accounts linked to Kerberoses

Discussion, from Page 1

The email digests, which will be sent to subscribers on discussion-daily@mit.edu or discussion-weekly@mit.edu, will feature a daily or weekly selection of new activity on the website. Sadun said he thought the digests would be the website's "main vehicle for long-term survival." If an important issue is being discussed on the site, subscribers will "be able to know that it's happening."

Sadun, Mak, Bell, de Castro, and Duffy will be the first moderators of the site, although if they notice that the need arises, they will accept applications for additional moderators. The moderators aim to be as uninvasive as they can. "We don't want to be fascist [or] draw attention to ourselves," Sadun said. However, they have the power to remove posts and comments, although they will try to give users explanations for such removals.

The moderators also mentioned that they would like to

host AMAs on the site in the future, featuring administrators and people on campus with interesting experiences.

One major difference from Reddit is that users must post under their own name. Accounts are linked to each user's Kerberos. Sadun said he thinks disallowing anonymity will help discourage trolling by "making people realize this is a serious forum." He added that he thought that "when people have something to say, and it's reasonably thought out, they're not afraid to put their name behind it." When asked if he anticipated that this rule would inhibit people from posting, he described it as "a trade-off that had to be made" and said he hoped that the site "would be sufficiently popular that we can take the hit from no anonymity."

The one exception to the rule of no anonymity is that, in order to protect people's privacy, there will be an anonymous form to submit stories about mental health-related topics.

The original idea for discus-

sion.mit.edu sprung from the This is the East Side website (ec.mit. edu/culture). On this site, residents of East Campus, Random Hall, Senior Haus, and Bexley shared their experiences with their living groups. One of the its purposes was to help the then-new chancellor Cynthia Barnhart PhD '88 understand the perspectives of these residents, whose views often happened to be at odds with the administration's.

People realized, according to Sadun, that stories of their living groups were "far from the most powerful stor[ies] people can tell; in fact [they're] probably not even the most important kind of stor[ies] people can tell".

The discussion.mit.edu website went through many different iterations before it reached its current form.

"It became sort of a running joke for me, who had been with the project from the beginning," Sadun said, "that someone would email the chancellor with an idea which would be very similar to the one we were ostensibly working on but really slacking off on." Various groups had meetings and either merged or failed to merge. This was how Mak joined the project. Co-president of Peer Ears, she was interested in mental health issues on campus, and she and a friend took their own website idea to the chancellor and ended up successfully merging with Sadun's team.

Sadun said he thinks the big question is why a website would be better than a mailing list. In fact, back in the 1990s, there was a mailing list called mit-talk@mit. edu where students would discuss campus issues. So his answer to the question is that he believes a "big innovation in communication" that has happened since then is Reddit.

Will the site take off? The moderators don't know. "If the site launches and nobody uses it, we can move on. We're not trying to do this to promote ourselves, we just think this is a tool the community can [use]."



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What's best for you

Reflections from a recent graduate forced to take medical leave

By Anonymous

Editor's note: This article discusses issues relating to mental health, forced psychiatric treatment, and sexual assault. The writer is kept anonymous due to the nature of this content.

In December 2010, I was forced to take a voluntary medical leave from MIT. I was a sophomore.

During my freshman fall, I was sexually assaulted by a senior on campus. For a short time, it seemed I would be just fine. I got straight A's, I joined a sorority, and I even scored a brain and cognitive sciences UROP for my freshman summer — a perfect start for an ambitious young premed.

Then things started to change. Small things, stupid things out of nowhere triggered memories of the assault and sent me into tears. A song. Black shoes with a white sole.

Fearing more triggers, I began avoiding others and withdrew into my room. Realizing that this wasn't something I could handle on my own, I began seeing someone at MIT Mental Health — a psychologist. She was blonde, well dressed, and friendly. I liked her. I explained why I had come to see her, and with time, I felt better and stopped going to Mental Health. That was how it was supposed to work, right? You're sick, you see a doctor. Then you get better and don't see a doctor anymore.

I was informed by MIT that it was decided I should spend IAP at home on a "voluntary" medical withdrawal.

Then, as the semester gained momentum and my depression returned with a fury, I returned to see her. It was now November. "I missed a lot of class," I explained to her, "and two of my instructors advised me to drop the classes. I don't know what to do with all of my time now."

I kept talking, but as the session continued, it became clear that something wasn't quite right. It took a few questions before I realized that she had completely misinterpreted why I had come to visit Mental Health in the first place.

I remember her face clearly — eyes wide, mouth in a little o of surprise. "I thought you had been pressured into saying yes to sex and then regretted it. I didn't realize that you had been raped."

She did not change her clinical strategy, and she did not refer me to services specializing in helping sexual assault victims. She just listened and nodded with sad, sympathetic eyes, and I walked away from that session full of despair. I had done what I was supposed to do, what all the signs in the Infinite had told me; I had sought help, and it was futile. I was beyond help.

I love MIT, and I genuinely believe that MIT cares about its students. But the administration's duty to care for our community extends far beyond chauffeuring students toward Mental Health and S^3.

At Mental Health, students need to know that they can switch counselors, and that doing so won't penalize them in any way. They should know how to assess if therapy is working for them, and trust that negative feedback won't be dismissed. There are many horror stories of Mental Health visits besides my own — of clinicians who were unable to hide their boredom, who acted like passive bobbleheads, or, worst of all, allowed skepticism to manifest on their faces while listening to student problems.

Mental Health wasn't the only resource I visited during my sophomore fall. I met one of the deans of S^3 a few times in September and October, telling her about the rape and my subsequent struggles with depression. She was all kindness and sympathy. Was school the best place for me? Did I want to take a semester off?

I shook my head. My friends were here, my community was here. Learning, pushing myself, competing — this was what I thrived on. What was I supposed to do with time off at home that would be more

meaningful or helpful than time spent at MIT?

December arrived, but things had only gotten worse. Now, nothing made me feel better — not friends, not Mental Health, and not S^3. I was constantly on the verge of tears and forever felt as if I were drowning — I couldn't stand it. I only existed to drag everyone else down.

I wrote a suicide note and ran across campus to get lunch alone. I brought a pillow and a book in my backpack. I sat on the pillow, reclined on my backpack, and opened the book. Halfway through the first chapter, I decided I was being melodramatic and began getting ready to go back to my room.

But meanwhile, a friend had found the note. They panicked and called the police. The police found me before I finished packing up where I had been reading on one of the roofs on campus.

I was whisked away to Massachusetts General Hospital. The psychiatric holding room in the ER was little more than a cell — pure steel and concrete, the bed in the middle bolted to the floor and naked except for a fitted sheet. I waited there for ten hours, alone, before being transferred to the psychiatric ward at Newton-Wellesley Hospital. By the time I got out six days later, my life had fundamentally changed.

I was informed by MIT that it was decided I should spend IAP at home on a "voluntary" medical withdrawal. MIT claims that almost all students who take medical leave do so voluntarily. But it certainly doesn't feel that way when an S^3 dean tells you that the alternative to taking a voluntary withdrawal is an involuntary medical withdrawal, which has even stricter requirements for returning.

I "chose" the voluntary medical leave. Soon after, I was informed that I would not be allowed to return to MIT for the entire spring semester. Mid-January, I was given 24 hours to pack up my dorm room and drive everything back to my hometown.

I didn't understand. I had been raped by an MIT senior on MIT campus. I had confided in Student Support Services and in a therapist at Mental Health, the way every poster and orientation booklet told me I was supposed to. I had become suicidal on MIT campus after failing to be helped by one of their own counselors, despite my initiative to seek help. I had not caused any sort of physical harm to myself or anyone else.

If MIT truly wanted to help me, I did not understand why they were sending me away instead of allowing me to stay and receive treatment concurrent with classes, surrounded by a valuable support network.

I sought answers, but received none. Important decisions were being made about my life without me. To join the conversation, I tried to figure out who was in charge. All I uncovered was an endless goose chase. The head of MIT Mental Health, Dr. Alan Siegel, told me that the decision was up to the deans. The deans pointed to MIT Medical and the staff at the hospital. The hospital staff told me that they had no decision-making power and pointed back to MIT.

The one thing that was consistent was the chorus at every turn of the maze. "What you need to understand," everyone told me, "is that we are doing what is best for you. Not what you believe is best for you."

MIT and I were in complete agreement on one fact: that I needed help. What I don't understand, even today, is why they decided I needed to be sent home. MIT had made promises to me of community, support, and acceptance, and sent me away when I faltered and asked them for the help that they assured they would provide. I had followed the flowcharts and signs to mental health and to S^3, and each of the resources failed me in its own way, without claiming any responsibility for its part in a faulty system.

What added most to my feeling of betrayal, then and now, was that I never received an explanation or was allowed to partake in an open conversation. I just wanted to understand why. Why my case warranted a mandatory withdrawal. Why I was deemed incapable of both continuing school and receiving treatment — one of the outcomes for other hospitalized stu-

dents in the past and a solution that I had proposed dozens of times. Being excluded from the conversation about my withdrawal made me feel abandoned by the place I identified most strongly as home.

I understand that it is imperative for institutions to be able to issue involuntary withdrawals, especially in a scenario where a student is refusing to receive help of any kind. But given the grave emotional, financial, and academic impact this action has, it should be a last resort — one that is justified explicitly to that student if it is implemented.

Institutions and individuals will never be in perfect agreement. My request today is simply for more transparency when institutional decisions affect the individual.

In January, back in my hometown, I was still depressed. But there, I was even more lost and overwhelmed.

I received no support or outreach from MIT during my year away. I was bidden farewell with an email listing MIT's requirements: that I "engage in a continuous course of treatment including, but not limited to, individual therapy and possible psychopharmacologic treatment," "engage in sustained, productive activity," and have a summary of all my mental health records forwarded to Dr. Siegel and the deans for assessment prior to my return.

I attended group therapy twice a week, saw a therapist independently, and complied with the orders of the psychiatrist at the group therapy location when he recommended I take an antidepressant. I joined a lab near my hometown. I had a painful meeting with the PI where I had to lay bare the reasons for my absence from MIT, and without any college degree, I couldn't get paid for my work. I was immensely grateful that they were willing to take me in, but it all added to the sense of worthlessness that had been building in me ever since I left the hospital.

Implementing a program that supports students who are at home on leave would do wonders for their health and happiness.

I was also devastatingly lonely. My high school friends were all away at college, and my friends at MIT were still busy as ever. Listening to their schedules and activities filled me with envy and inadequacy more intense than any imposter syndrome I felt as their peer. Instead of helping me, being away from MIT was decreasing my morale and self-esteem. I felt like an utter failure.

Still, I continued receiving treatment and working, and in May I reapplied to return for the fall term. I waited until the end of July for a response from Dr. Siegel, the deans, and my advisor. Their answer was not what I expected.

"The Panel recognizes the steps you have taken to prepare yourself to return to MIT and commends your efforts. However, the Panel feels that continued time away will help you solidify your gains and better prepare you to return to MIT's challenging environment ... The Panel anticipates your disappointment with its decision. However, it believes the above recommendations will enhance prospects for success at MIT. Please arrange an appointment with [the deans] to discuss any thoughts or concerns regarding these expectations."

What I remember most vividly was the conversation with my department advisor, immediately after I told her how much I valued the MIT community and hoped to return. "I am just not convinced you appreciate MIT for its education," she said. "It's very concerning. I want to reemphasize that transferring is an option, if you decide that this is not really the best place for you."

I protested that I had gotten straight A's while taking 7.03 and 5.12 during my freshman spring, and that this showed I was fully capable of handling MIT when I was not juggling rape trauma and depression on the side. She just brushed me off.

Galvanized by my anger, I rededicated myself to the lab and took a language class at a local university. As a non-degree candidate, I was not eligible for financial aid, so the cost of that single class was \$10,000. I was incredibly lucky that my family could financially support me during my year away from school.

I sought answers, but received none. Important decisions were being made about my life without me.

I reapplied to MIT in fall 2011 and was informed of my readmission in January 2012. Soon afterward, I received a call from the head of MIT Mental Health, Dr. Siegel.

"What normally happens when students come back," he explained, his voice deliberately nonchalant, "is that I have coffee or lunch with them once a month or so. It's nice and casual, at a dining hall like Simmons — just a check-in to see how things are going."

I smiled and told him that sounded great.

Here's what happened next:

- -I matriculated back into MIT in spring 2012.
- —I switched department advisors and never looked back.
- —I never saw or spoke to Alan Siegel gain.
- —I found a wonderful independent therapist with no ties to MIT.
- —I pressed charges against my rapist through the Committee of Discipline in April 2012. He was not found responsible.
- —I became a volunteer with the Boston Area Rape Crisis Center and devoted two years to assisting them in their mission to eliminate sexual violence.
- —I co-authored two publications that resulted from my research during medical leave.
- —I applied to medical school during my senior year and got into the school of my dreams.
- —I graduated from MIT in June 2014 with my crimson diploma and a giant smile on my face.

I am certainly not the only one who has struggled with rape, depression, or "voluntary" withdrawal, as many recent Tech Opinion pieces, Admissions Blog posts, and reports of suicide confirm. But I am in a unique position to call for more support for students who are on leave from MIT.

I was lucky. During my own medical withdrawal, I had two friends to talk to who could specifically empathize with different parts of my story. One had been hospitalized for depression. Another had gone on involuntary academic leave after their freshman year. Their empathy was a beacon that led me through the fog of my shame, isolation, and despair.

Even with my friends' support, it was hard to imagine my new five-year plan. How would employers and professional schools evaluate the blank space on my transcript? How will it feel to return and graduate a year later than I had planned? What on earth do I say when people ask me what year I am? Mentorship groups to answer questions like these currently exist, but they are only aimed at returning students who are transitioning back to school. For the many students who are beginning or continuing time away from MIT, the ability to consult someone regarding these stressful questions — to talk to someone who understands, without needing an explanation of the nuances and the process of withdrawals - would be an immense relief.

Implementing a program that supports students who are at home on leave would do wonders for their health and happiness. It could provide guidance for how to find a "productive activity" in an unfamiliar setting, instead of adding that immense task to an already formidable set of challenges. It would reassure students that leaving MIT doesn't have to prevent them from achieving their career goals. It would show them that leaving doesn't mean that they've ruined their future.

For me, at least, I know it would have

made a world of difference.



PORTRAITS OF RESILIENCE

Karen Hao

By Daniel Jackson

Editor's Note: Portraits of Resilience is a photography and narrative series by Prof. Daniel Jackson. Each installment consists of a portrait and a story, told in the subject's own words, of how they found resilience and meaning in their life.

I think my depression fundamentally started with a not very healthy relationship, but it took me a very long time to realize that. It was the beginning of my sophomore year, I had declared civil engineering, and I suddenly realized that it was far from what I wanted to do. I started wondering whether I had even chosen the right school; my parents started talking about transferring — that thought in itself was kind of horrifying. Did I really screw up my college decision?

I had already started sensing something changing emotionally at the end of my freshman year. I tried to figure out the problem so that I could find a solution. The problem that I identified was that I didn't have a strong community. So I thought, OK, I always sang through high school, this is something that I love. I'll try out for a cappella; not only will this be a great use of my time and energy, but it will also be this great community. I was super excited. When I didn't get in, I felt like I'd tried and still failed, and now all I had were dead

The scariest part of my depression was looking at myself in the mirror and no longer recognizing who I was. I felt like I had adopted other people's priorities and values, and I didn't really know what I cared about any more, what I valued, who at my core I wanted to be. I had always considered myself a resilient person but that was gone; I had always prided myself in my ability to articulate emotions but that was gone too. All these pieces of my identity had slipped through my fingers without my noticing, and I was suddenly confronted with the stark realization that I hated the person I'd become. But I didn't even know how I'd come to be this person.

My sophomore year was the worst experience of my life, and I wouldn't wish that on anybody else. But I also wouldn't want to rewind and not have the experience. I think it developed my depth and complexity as a person, in terms of the breadth of emotions I can experience. I feel like I'm a

much more empathetic person now.

A lot of little things lead you into and out of depression so it's really hard to pinpoint any one thing that helped me recover. During moments when I had more

Like, there was one day when I felt particularly motivated, and I thought, I need to make my future self commit now. So I sent these emails to the music department and to different voice teachers to set up voice lessons, because I knew that even if I lost



my motivation later on, I would still feel at least some kind of minimal responsibility in meeting the commitment. So I would do things like that. I also noticed that I felt most comfortable when I was around other people, so I booked my schedule full of meetings with other people.

It was the hardest when I was alone. Although there were also times when I was with people but felt very removed, because I felt like I couldn't fully talk to them about what I was experiencing. None of my friends knew. I didn't want to burden them with that information.

The biggest thing that I always advocate for is doing less, so you can sleep more. A lot of people at MIT get caught up in the idea of doing things not because they love it but because they feel like it proves something about them. Like, "if I can juggle this many classes it proves that I'm really smart." I would talk to people I know, and they would say, "Yeah I hate this; I wish I didn't have to do this." And I'd say, "Well you don't have to do it; you have the choice not to." This tension of wanting to be a super-student all the time — it really runs you down. You end up spending tons of energy on things that you don't necessarily care about, then you cut down on your sleep, and it becomes this huge spiral.

What do I see in the mirror now? I definitely think it's a new Karen. I feel very at peace not only because I've learned the hard way to really pare down my activities to the ones I genuinely love and care about, but also because through my experience with depression I've learned the person that I want to be. So I try every day to be that person. When I look in the mirror now, I think this is the person that I'm striving to be.

Karen Hao is a member of the class of

This project is supported by the Undergraduate Association's Committee on Student Support and Wellness, chaired by Tamar Weseley '17 and Alice Zielinski '16. To participate in the project, or to learn $more,\,contact\,Resilience Project @mit.edu.$

There are many ways to find help. Members of the MIT community can access support resources at together.mit.edu. To access support through MIT Medical's Mental Health & Counseling Service, please call (617) 253-2916 or visit medical.mit.edu.

Image and text copyright Daniel Jackson, 2016.

WEATHER

First big snowfall remains elusive

By Vince Agard STAFF METEOROLOGIST

The Institute — and the city of Boston - have experienced a relatively snow-free winter so far this year. This past Monday night's brief snowfall officially deposited 0.3 inches of snow at Logan Airport, bringing this son's total snow amount to a whopping 1.2 inches. This is a significant departure from the average value of 15.4 inches that has normally accumulated by this date. The overall lack of snow has been supported by an extremely warm December as well as a storm track that has tended to push snow further inland and bring rain to the coastal region. However, an early lack of snow does not necessarily

translate into a mild winter: The cumulative snow total at this time last year was only 4.7 inches, but a series of major storms helped bring the season's final total to 110.6

weekend, another This storm will bring precipitation in the form of rain, as temneratures rise into the mid-40s (°F) under strong winds on Saturday. A second storm will pass offshore on Sunday night, bringing a chance of snow to coastal Massachusetts, although the amount of snow will be highly dependent on the storm's track. Looking further ahead, a blast of cold air will arrive on Monday and remain in place for most of next week. The next chance for a storm looks to be toward the end of next week.

Extended Forecast

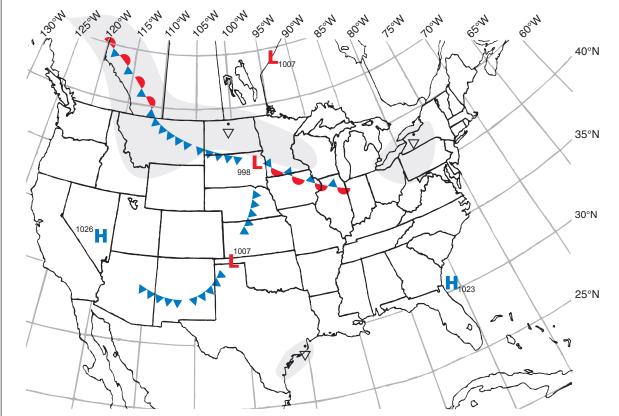
the mid 40s °F (7°C).

Today: Mostly sunny, high 33°F (1°C). Winds W at around 10 mph.

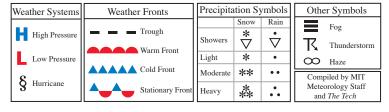
Tonight: Partly cloudy, low 25°F (-4°C). Winds W at 5-10 mph.

Tomorrow: Partly sunny, high 39°F (4°C). Winds light and variable. Saturday: Windy with rain throughout the day, highs in

Sunday: Mostly cloudy with a chance of snow in the evening and overnight, highs in the mid 30s °F (2°C).



Situation for Noon Eastern Time, Thursday, January 14, 2015



Thursday, January 14, 2016

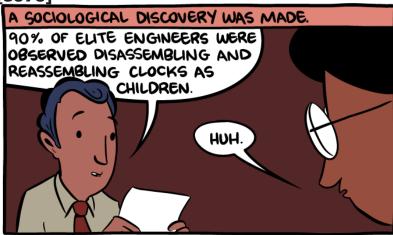
The Tech 7

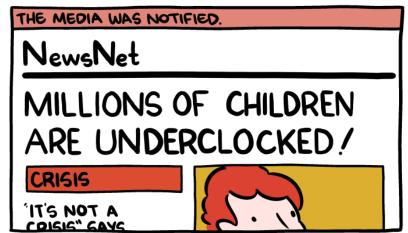
SATURDAY MORNING BREAKFAST CEREAL
BY ZACH WEINER

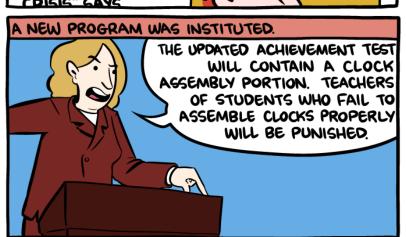
WE TOOK ASEXUAL BACTERIA AND INTRODUCED THEM TO TV FOR 20,000 GENERATIONS. AT GENERATION 20,001, WE ABRUPTLY TOOK TV AWAY. THEN... SOMETHING GTARTLING HAPPENED.

Dr. Lenski elucidated a new theory for the evolution of sexual reproduction.

[3978]

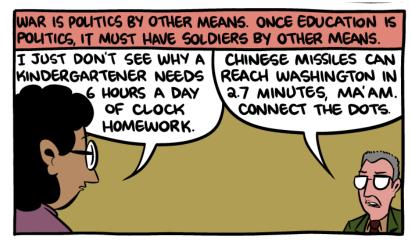


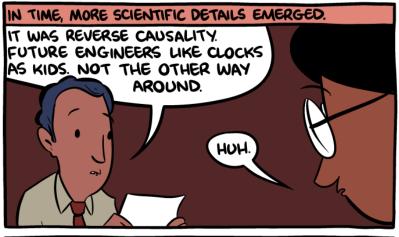


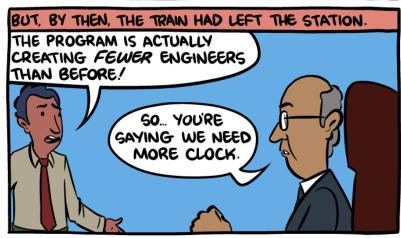


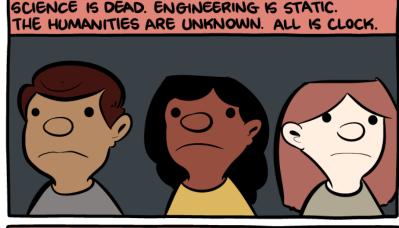


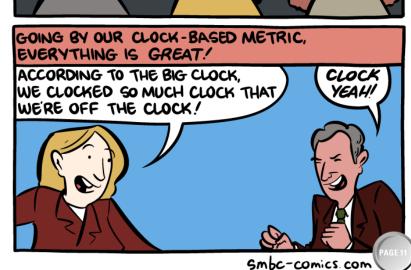












FUNFUNFUNFUNFUNFU

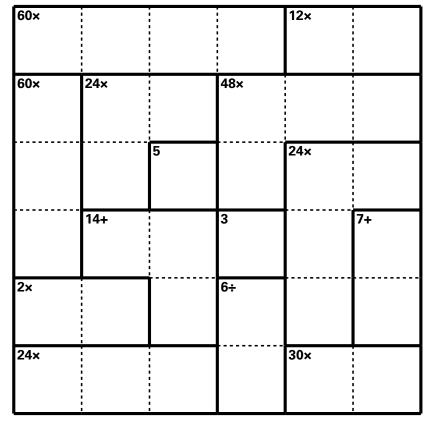
Huge Mountain of Snow Solution, page 11

| 126× | i | | 27+ | | | 192× | | 2 |
|------|--------|----------|-----------------------|--------------|--------|--------------|--------|--------------|
| | 6- | | 8 | - | 40× | - | 12× | |
| 17+ | | 14× | | - | | 24+ | | - |
| | 24+ | | | | | | | 8× |
| 22+ | | 84× | 1 1 1 1 1 | 17+ | | | ! | - |
| | | 240× | <u> </u> | 48× | 1 | 1 | 24+ | 1 1 |
| 20× | 6× | - | | 8- | 7 | - | | |
| | | | 18× | - | 33+ | | | |
| 8+ | | | - | 23+ | | | | - |
| | ! ! | I I | | | I I | I I | I I | |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–9. Follow the mathematical operations for each box.

Tiny Pile of Snow

Solution, page 10



Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Small Puddle

Solution, page 10

| 120× | | 3× | | 8× | |
|------|----|------|-----|----|----|
| 4- | | 8× | 90× | | |
| | 6 | | 6× | | |
| 24× | | | 60× | | |
| 6× | | 360× | | | 6× |
| | 5× | | | 4 | |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

At the Bank by Gail Grabowski

Solution, page 11

ACROSS

- 1 Tire-filling machines
- 6 Undersea vessels, for short
- 10 Remain
- 14 Nose, informally
- 15 Impulsive desire
- 16 Cloth waved by a bullfighter
- 17 Confuse
- 18 German auto
- 19 End of a prayer 20 Following orders closely
- 23 Also
- 24 Family room
- 25 Rooster or stallion
- 28 Sugar measurement: Abbr.
- 31 Crams in
- 36 Self-esteem
- 37 Strong ale
- 39 Not moving
- 40 Absolutely accurate
- 43 Fully understandable 44 Theater platform
- 45 Baseball great Ripken
- 46 Overly agreeable guy
- 48 Pigpen
- 49 Chinese lap dog, for short

- 50 "Am __ the right track?"
- 52 __ Beta Kappa
- 54 Comedic magic duo
- 61 Corrosive compound
- 63 Generic pooch name
- 64 Full of energy
- 65 Shower attention (on)
- 66 Alda of M*A*S*H
- 67 Gathered, as leaves 68 Graceful long-necked bird
- 69 Sounds of disapproval
- 70 Lady's gown, for example

DOWN

- 1 Exam for HS juniors
- 2 Loosen, as shoelaces
- 3 Pie a la _
- 4 Courteous
- 5 Shorthand user, briefly
- 6 Strike, as at a mosquito 7 Slangy refusal
- 8 __ one's time (waited)
- 9 Looks happy
- 10 Read a bar code
- 11 Domesticate
- 12 Gorilla or chimp

- 13 Strong craving
- 21 Arrived at
- 22 Before the deadline
- 25 Compassionate treatment
- 26 Nimble
- 27 Theater sections
- 29 Mom's boys
- 30 Hole-finishing golf strokes
- 32 Important "numero"
- 33 Backyard barrier
- 34 Hit the roof, with "out"
- 35 Fashion sense
- 37 Muscle overexertion
- 38 "Be __ as it may . . ."
- 41 Sandwich partner of cheese
- 42 Cairo's country
- 47 Dieter-friendly, as milk
- 49 Building's support column
- 51 Hammer targets
- 53 Listened to
- 54 Greek pocket bread
- 55 Biblical garden
- 56 Where Bismarck is capital:
- 15 16 18 19 20 32 | 33 | 34 | 35 25 | 26 | 27 28 | 29 | 30 36 40 43 45 46 52 53 58 | 59 | 60 61 |62 63 66 67 69 70

Abbr.

- 57 Puts on, as clothes
- 58 Similar to
- 59 Days before holidays
- 60 Crimson and scarlet
- 61 TV commercials, for example
- 62 Dairy animal

Creature Feature by Billie Truitt

Solution, page 11

ACROSS

- 1 Maple syrup source
- 4 In the lead
- 9 Out of bed 14 Pizzeria order
- 15 Spicy-tasting
- 16 Rather late lunch hr.
- 17 CPR expert
- 18 More than enough 19 Long sandwiches
- 20 Tourist destination off the
- California coast
- 23 Creative technique 24 Scornful look
- 25 Behind schedule
- 28 Obtain
- 29 1910s conflict: Abbr.
- 32 "Are not!" comeback
- $35 \text{ Long} _$ (in the past)
- 37 Sir __ Newton 39 Pre-game baseball warmup
- 43 Envelope's metal fastener
- 44 Pull from behind 45 Sci-fi vehicles, for short
- 46 Sneaky
- 47 Steal from 50 Homeowner's document

52 Dirties

- 54 Chain of hills
- 58 Living in overly spacious quarters
- 62 Brawl
- 63 Explorer Polo 64 Comedian's one-liner
- 65 Evaluates
- 66 Nosy person 67 Take advantage of
- 68 Soccer or hockey
- 69 Mails away 70 Professor's deg., often

DOWN

- 1 Project's details, for short
- 2 Point toward
- 3 Small-minded
- 4 Flowery shrub
- 5 Prefix for sphere
- 6 Sports cable channel 7 Book of maps
- 8 Becoming a blonde, perhaps
- 9 Physically active 10 Take an oath

- 11 Needing darning 12 Apple's music
- player 13 Hotel units: Abbr.
- 21 Parcels out 22 Take a look at
- 26 Sunbather's shade
- 27 Quiche ingredient
- 29 Street urchin 30 Texas city
- 31 Adds frosting to 32 Kindergarten
- basics 33 Shopping center
- 34 Hang around 36 Select, with "for"
- 38 Artist's workplace
- 40 Complainer's comment
- 41 Curtain holder 42 Greatly impress
- 48 Frying liquid 49 Goodyear's aerial
- vehicles 51 Mistakes
- 52 Do the driving 53 Trapper's device
- 12 13 111 15 16 17 18 19 20 21 22 23 24 26 | 27 29 | 30 | 31 32 |33 |34 35 37 38 39 40 41 42 43 46 47 48 49 51 50 55 | 56 | 57 53 58 | 59 60 61 63 66 65 67 69 68 70
 - 55 Unearthed 56 Grind, as teeth

58 Harvest

57 Double- sword

15

59 Female choir voice

11 12 13

60 Wide smile

16

61 Got a perfect score on 62 Bride's new title, often

Before the iPod by Fred Piscop

Solution, page 11

- **ACROSS**
- 5 Musical conclusion
- 9 Concert ticket remnants 14 It's east of Indiana
- 16 Wigwam relative 17 Clothes, informally
- 18 Interoffice message 19 Devoured

15 Primates without tails

- 20 Fact in a court document 23 Historical period
- 24 University email suffix 25 Turkey's capital 29 Airport rental
- 31 Office seekers, for short 35 Nary a soul
- 36 Grand parties 38 Pied Piper follower
- 42 Subj. for some immigrants 43 Assumed name
- 44 Shampoo bottle instruction 45 Center of government

39 Small cellophane roll

- 47 Picnic invader
- 48 Sushi side dish 49 Got the gold medal

- 51 Physician's nickname
- 60 Social gathering
- 62 Bona fide
- 64 Bit of color 65 Sound of mind

61 Not that much

66 Doing nothing 67 More eccentric

69 Something essential

68 Little fellow

- **DOWN** 1 Grass bought in rolls
- 2 Buddy 3 Verdi masterwork
- 4 A majority of 5 Film-set machine
- 63 Down, for example 7 Showroom sample 8 No earlier than
- 9 General's horse 10 Saucer's partner
- 11 No later than
- 12 Foamy beverage 13 Fax button

- 21 Nun with a Nobel
- 22 Televised again
- 26 Of the Vikings 27 Arboreal Aussie 28 Raggedy doll

29 Sapphire

25 Chips in

30 Foamy beverages 32 One of the 15 Across

measure

33 Run out, as subscriptions 34 Rodeo beast

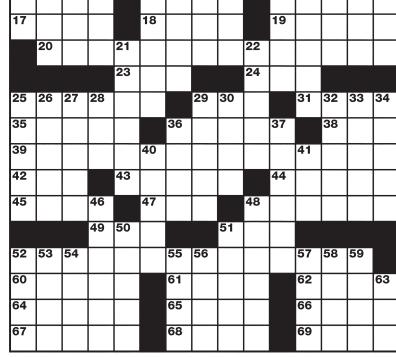
36 Make progress

41 Metal in bronze

- 37 Far from lenient 40 Backup strategy
- 46 Sudden spasm 48 Small beard 50 Western film 51 Beverage
- rejection 53 Gung-ho 54 Rip apart

52 Governor's

55 Be durable 56 Cyberseller's site 57 Ireland, in poetry



- 58 Relinquish 59 Self-help author Carnegie
 - 63 Spearheaded

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Research in Germany ****** Land of Ideas



Anderson chaired Aga Khan Program

He was a historian and educator of educators, one colleague said

Anderson, from Page 1

says J. Meejin Yoon, professor and head of the Department of Architecture. "Many of us, directly or indirectly, are deeply indebted to his stewardship, generosity, and

Anderson served as head of the Department of Architecture for 13 years, from 1991 through 2004, as well as chair of the joint Harvard/ MIT Aga Khan Program Committee from 1992-99. In 1974, he cofounded the department's History, Theory and Criticism (HTC) Program with architectural historian Henry Millon and art historians Wayne Andersen and Rosalind Krauss, then directed the program from 1974-91 and again in 1995-96. Under his leadership, HTC grew to have an unusually large impact on the field, given its modest size.

'Stan Anderson was a historian and historiographer, a critical interlocutor of contemporary practice, and most notably an educator's educator," says Hashim Sarkis, dean of the School of Architecture and Planning. "His leadership of the History, Theory and Criticism discipline group made MIT one of the strongest bastions of architectural history in the world and has graduated generations of preeminent historians and theorists whose impact on the field continues to grow. His legacy is unmatched"

Anderson authored numerous articles and books. With his book, "Eladio Dieste: Innovation in Structural Art" (2004, Princeton Architectural Press), the first comprehensive analysis of Dieste's work to be published in English, he helped to secure a place in history for one of the lesser-known geniuses of 20thcentury architecture and engineering. In "Peter Behrens and a New Architecture for the Twentieth Century" (2000, MIT Press) he assimilated decades of research into a nuanced, definitive work on one of the emblematic figures in the development of architectural modernism.

According to one of his former students, current MIT Professor Mark Jarzombek, "Stanford Anderson championed an approach to design that was not a one-off, but that could stand the test of time as a research activity that allowed multiple factors and issues to be taken into consideration."

In 1997, in testament to his effect on those around him, Anderson's former students produced a book of essays in his honor: "The Education of the Architect: Historiography, Urbanism and the Growth of Knowledge" (MIT Press). During his career, he also received MIT's Graduate Student Teaching Award in 1989 and the King Fahd Award for Design and Research in Islamic Architecture, 1985-86.

In 2004, he received the prestigious Topaz Medallion for Excellence in Architectural Education from the Board of Directors of the American Institute of Architects and the Association of Collegiate Schools of Architecture. The Topaz Medallion honors an individual who has made outstanding contributions to architectural education, whose teaching has influenced a range of students, and who has broadly impacted architectural education over a long career.

"Stan always understood how transformative it would be on both sides — the critical perspective of history being brought into focus for designers and the feedback of living design problems being brought to bear on the practice of academic historians," said Caroline Jones, a professor and current director of the HTC Program, at Anderson's retirement in 2014. "This little PhD program changed what it meant to be an architect coming out of MIT. It also raised the bar for how architecture schools elsewhere needed to train tomorrow's designers."

Anderson is survived by his wife of 32 years, Nancy Royal, and by daughter Kimberly Mims; son Teague Mims; daughter-in-law Martina Mims; granddaughter Karolina Mims; grandson Marek Mims; and by his brother, Charles Anderson, and his wife, Margaret; niece Kristen Kalbrener; and nephews Mark and Peter Anderson.

A memorial service for Anderson will be held Feb. 26 in MIT's Kresge Chapel beginning at 3 p.m. A reception will follow. Donations in his memory can be made to MIT Department of Architecture.

For any questions about the memorial service, contact Anne Deveau at (617) 258-8438.

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Solution to Tiny Pile of Snow

6

Solution to Small Puddle

from page 8

6 5 4 6 3

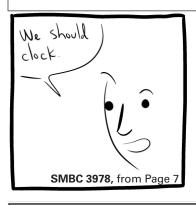
Thursday, January 14, 2015

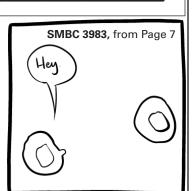
The Tech 11

Solution to Huge Mountain of Snow

trom page 8

| 9 | 7 | 1 | 6 | 5 | 3 | 4 | 8 | 2 |
|---|---|---|---|---|---|---|---|---|
| 2 | 9 | 3 | 8 | 7 | 5 | 6 | 1 | 4 |
| 1 | 8 | 2 | 7 | 6 | 4 | 5 | 9 | 3 |
| | | | | | 2 | | | |
| 6 | 4 | 7 | 3 | 2 | 9 | 1 | 5 | 8 |
| 7 | 5 | 8 | 4 | 3 | 1 | 2 | 6 | 9 |
| 4 | 2 | 5 | 1 | 9 | 7 | 8 | 3 | 6 |
| 5 | 3 | 6 | 2 | 1 | 8 | 9 | 4 | 7 |
| 3 | 1 | 4 | 9 | 8 | 6 | 7 | 2 | 5 |





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Solution to At the Bank from page 9 PUMPS SUBS STAY SNOOT WHIM CAPE ADDLE AUDI AMEN TOEINGTHELINE TOO DEN MALE TSP STUFFS EGO STOUT INERT RIGHTONTHEMONEY CLEAR STAGE CAL YESMAN STYMPEKE ACID FIDO ALIVE DOTE ALAN RAKED SWAN TSKS DRESS SOlution to Before the iPod from page 9 SAP AHEAD ASTIR PIEZESTY TWOPM EMT AMPLE HEROS CATALINAISLAND STYLE SNEER BATTINGPRACTICE CLASP TOWN UFOS SEATMANT GINGER RATTLINGAROUND MELE MARCO GAG WON DOC VARIABLERATECD SPORT SENDS PHD ODDER TYKE NEED

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RTSSPORTS SPORTSSPORTS

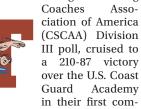
Women's diving coasts to victory

Sophomore wins four events to lead MIT past Coast Guard

Max Berkowitz

DAPER STAFF

The MIT women's swimming and diving team, ranked No. 8 in the latest College Swimming



petition since early December in New England Women's and Men's Athletic Conference (NEWMAC) action on Saturday afternoon inside the Zesiger Sports and Fitness Center Pool.

Jessica Chen '18 paced the Engineers' efforts with four event wins — two individual and two relay — in the meet. Chen opened the conference competition with a great effort in the breaststroke leg of the 200-medley relay alongside Catherine Wu '19, Margaret Guo '16 and classmate Veronika Jedryka '16. The quad touched the wall in 1:49.21.

Later in the meet, Chen placed first in both the 100-breast in 1:07.53 and the 200-breast in 2:28.05, before anchoring the

400-free relay with Jedryka, Guo and Katherine Yu '16 to victory with a time of 3:37.23.

Out of 16 total events in the meet, MIT won 13 of them, which helped them to its second best point total this season with 210. This performance ranks just behind the 227 points the Cardinal and Gray put up against NEWMAC rival WPI back on Nov. 21.

Theresa Lo '19 and Amanda Wu '18 joined Chen with two individual victories. Lo finished first in both the 1000-free in 10:41.48 and the 500-free in 5:14.06, while Wu touched the wall quickest in the 50-free (24.92) and the 200-IM (2:13.37).

The Engineers' points tally got boosts from individual victories from a trio of freshmen. Clare Wieland '19 took home the 100-back in 1:02.33, Dolly Payne '19 won the one-meter diving board with 244.27 points, and Morgan Matranga '19 earned a hard fought victory on the threemeter board with 258.82 points.

Jedryka and Guo added individual first-place finishes on top of their relay wins as well. Guo touched the wall in 58.66 in the 100-fly, while Jedryka registered a time of 2:09.06 in the 200-back.

Cricket team finishes 9-2, defending championship Sophomore leads MIT batters with 169 runs;

Sophomore leads MIT batters with 169 runs; grad student leads ACC league with 17 wickets

Kishore Patra

TEAM REPRESENTATIVE

The MIT cricket team won the American College Cricket (ACC) League Home and Away Championship for the second time in as many seasons, finishing with a 9-2 record. The Engineers finished ahead of local rivals Harvard in the league that also included the likes of Princeton, Yale, Dartmouth, Northeastern, Boston University and UMass Lowell. The competition was fierce with MIT and UMass Lowell competing closely for the top spot. In the end, MIT won two consecutive matches away at UMass to ensure league

MIT kicked off its campaign with a home victory against Yale. Suyog Shukla scored a blistering century in the opening game to set the tone for the rest for the campaign. Taranjit Singh '18 finished as MIT's top scorer of the tournament with 169 runs. Muhammad Jehangir Amjad G finished as the leading wicket taker

for the season with 17 wickets at an economy rate of 5.41 runs per

One of only two matches that MIT lost was a nail-biter against Harvard. Batting first, MIT put up a competitive 178 runs against a strong bowling performance by Harvard. While the target appeared surmountable considering the small size of ground, MIT's bowlers stepped up their performance against a formidable Harvard batting lineup. In the final over, Harvard needed 17 runs with only three wickets in hand. MIT looked set to win the match. However, Harvard's captain Manik Kuchroo had other ideas and smashed three sixes in the final over to clinch the victory.

MIT's captain Fahad Mahmood G was ecstatic about the team's performance throughout the league. He said: "We have a great team chemistry. Everyone stood up to their role and made crucial contributions. The Harvard match we lost was a minor setback but we recovered quick-

ly with more positivity than ever. I think we have the best bowling department in this region. I can trust my bowlers on any given day under any circumstances. It's a pleasure to lead people who work hard towards their game."

"We are looking forward to our next season and we hope to repeat our strong performances. We are very thankful to MIT for helping us by providing the resources in the form of funds and ground space. The club has been around for a couple of years now and we are trying to build a support network from our alumni," Fahad said when asked about what is next for the club.

The MIT Cricket Club organized a cricket boot camp on Dec. 4, 2015 at the Johnson Athletic Center. About 40 MIT students attended the session and learned the basics of cricket. With the league victory and successful cricket boot camp, the club steps forward in expanding cricket's reach to a wider community at MIT.

Men's swimming makes easy work of Coast Guard

At home NEWMAC meet, Engineers display dominance with victories in 12 out of 16 events

Max Berkowitz

DAPER STAFF

The MIT men's swimming and diving team, ranked No. 6 in the latest College Swimming



Coaches Association of America (CSCAA) Division III poll, returned to competition for the first time since early December with a

211-89 victory over the U.S. Coast Guard Academy in New England Women's and Men's Athletic Conference (NEWMAC) action on Saturday afternoon inside the Zesiger Sports and Fitness Center Pool

MIT recorded victories in 12 of the meet's 16 events. Alex

Lednev '16 led the way with a pair of individual wins in the 100-back in 51.35 and the 200-IM in 1:57.50. Lednev teamed up with Daryl Neubieser '16, Douglas Kogut '18, and Justin Chiu '18 and clinched a first place finish in the 200 medley relay with a time of 1:34.13.

The ten individual event wins for the Cardinal and Gray saw nine different Engineers win, showing the balance that the sixth-ranked Engineers possess across their lineup.

Four freshmen stepped up for MIT with wins this afternoon. Daniel Smith '19 touched the wall first in the 200-free in 1:44.35, while Gavin Brown '19 took first in the 200-fly in 1:54.20.

Jeremy Sands '19 and Elliot

Forde '19 contributed to MIT's overall points tally as the duo each claimed wins on the diving boards. Sands took first on the one-meter board with 273.98 points, while Forde was victorious with 287.33 points in the three-meter dive.

Jeremy Bogle '18 and Kogut added first place finishes for the Engineers in the 50-free (21.68) and the 200-back (1:56.04), while Neubieser and Sean Corcoran '16 also touched the wall first in the 100-free (46.79) and the 100-fly (51.19), respectively.

The Engineers ended the meet as they opened it, with a first place finish as Neubieser, Smith, Bogle and Dane Erickson '18 touched the wall with a time of 3:09.61 in the 400-free relay.

A sampling of people you'll meet during a typical dinner at The Tech:

Samir, Course 16 Lenny, Course 2 Katherine, Course 17 Michelle, Course 3 Claire, Course 18 Jiahao, Course 6 Jack, Course 19 Patricia, Course 8 Tara, Course 20 Vivian, Course 9 Mirny, Course 21 Amy, Course 10 Vince, Course 12 Karleigh, CMS Fiona, Course 14 Alex, Course 22

We're everywhere!



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